



The Official Student Newspaper of Glastonbury High School

THE HAWK'S EYE

Volume XI, Issue 4

Spring has sprung... finally.

April 2007

Indoor Track Takes The Cake at Nationals

Ten Named All-American; 2 National Champion Races; 2 State Records Broken

Christopher Snyder

Track Correspondent

Just when you think the Glastonbury indoor track team can't do any better, it does. The latest accomplishment for this talented team came at the National Scholastic Indoor Championships on March 9-11, when ten athletes earned All-American honors, given to those who place in the top six for an event.

Glastonbury started its domination with the distance medley relay (DMR), a four-person race with four different distances. Last issue, *The Hawk's Eye* reported that both the boys' and girls' DMR teams were looking forward to giving their best performances at Nationals, and neither disappointed, as both teams set Connecticut records. The girls' relay team of junior Christine Vogel, senior Danielle Lyons, junior Kristin Mitchell, and senior Jamie Olson placed fifth with a time of 11:59.63.

The boys' team did even better, blazing to victory with a time of 10:08.49, over seven seconds ahead of second-place team Old Bridge. Senior Robbie Dugger, senior Kelvin Dear,

junior Donn Cabral, and senior Chris Klobedanz were the first to become national champions that weekend. Their time was also the fourth-best DMR time ever in the nation, according to track and field website DyeStat.

Saturday brought the 4x1 mile for the boys and girls, and both placed third in their respective races. The boys' team of junior James Llamas, senior Chris Klobedanz, senior Robbie Dugger, and junior Donn Cabral ran a

17:33.70, averaging 4.4-minute miles. The girls' team of Olson, Mitchell, Vogel, and junior Emily Harris ran a 21:13.78, averaging 5.3-minute miles.

Sunday, the final day of the meet, brought another national championship, this time from Cabral, who won the 2-mile run with a time of 9:10.56 (average 4.6-minute mile), holding off Ben Johnson of Albuquerque by just over two seconds. The girls' team wasn't done yet either,

placing sixth in the 4x800 meter. The team, consisting of Lyons, Olson, Mitchell, and Vogel, ran a 9:23.33.

Track has now moved outdoors, and if history's a guide, outdoor records will soon follow. *This is the latest in a string of good news for the indoor track and field team, including All-New England honors and top 2 finishes in the State Open. For a complete list, see Sports, page 8.*



The national champion boys' DMR team (from left: Robbie Dugger, Kelvin Dear, Chris Klobedanz, Donn Cabral). Courtesy Jamie Olson.

CAPT Returns... in the Morning?

Hetal Mistry

Staff Writer

For five days this past month, GHS sophomores arrived at school bright and early to take a test mandatory for all tenth graders in Connecticut – the CAPT (otherwise known as the Connecticut Academic Performance Test). Meanwhile, the freshmen took a practice CAPT to prepare for next year when they would be taking the test.

This year, the CAPT schedule changed from holding classes in the morning and administering the test in the afternoon to a reversed schedule of giving the CAPT to sophomores first thing in the morning and having shortened class periods after testing was over. This meant that freshmen and sophomores had to come to school at the regular time, while juniors and seniors were able to come to school

later, after the testing. There has been a lot of controversy over whether changing the schedule has been for the better or worse, but why was it changed in the first place?

"It wasn't an arbitrary decision," said Mr. Dunbar at a recent Student Council meeting. According to him, the schedule was changed this year to see if it was more efficient than the previous method. Mr. Dunbar also mentioned in an e-mail to Glastonbury parents that "This year, we are returning to a morning testing schedule time in order to meet the testing needs of all students."

The new schedule has brought many complaints from sophomores that they are simply too tired in the early morning to take the test as compared to taking it later in the afternoon. In response, Mr. Dunbar replied that he has also received complaints from

students last year that they had to go to classes before taking the CAPT and were exhausted by the afternoon. "You're going to have times in your academic and college years when you have to get up early to take a test," he stated.

Student opinion on taking the CAPT is varied. Some students are indifferent to taking the CAPT and believe it's just one other test they have to pass in their high school careers. Others simply hate wasting precious hours of their lives toiling away at such a lengthy test as the CAPT.

And still other sophomores believe the CAPT is a great excuse to miss class, with the shortened periods and, on some days, the removal of some classes altogether. However, no matter what one's opinion is on the test, the CAPT must be passed by all students before graduation, which unnerves some people.

"Before, I was dreading the CAPT because I don't like tests," remarked one sophomore. "But after, they were easier than I thought they'd be."

See "CAPT," page 8

Student Council Calls GHS Veterans' Day Recognition "Inadequate"

From the Student Council

The GHS Student Council on February 28 was the latest group to weigh in on the debate over Veterans' Day, passing unanimously, with one abstention by a late-arriving member, a resolution calling the level of recognition of Veterans' Day at Glastonbury High School "inadequate" and calling for the administration to greatly increase the level of recognition of the national holiday.

By a 20-6 vote with two abstentions, the Council approved a second resolution calling for Glastonbury schools to remain in

school on Veterans' Day.

The debate over Veterans' Day in Glastonbury started several years back, when the Board of Education approved having Veterans' Day in school for the 2005-06 school year, partly since Election Day, another day off, fell in the same week. Reactions were mixed, with some veterans' groups outraged, while other groups believed the move would increase recognition of the national holiday by students.

Even now, the BOE does not agree. The latest calendars (for 2009-10 and 2010-11) were approved

See "Veterans," page 10

INSIDE THE 'EYE

What's Your Issue?

The story of a controversial senior-run underground newspaper. See page 9.

Theatre Reviews

A Midsummer Night's Dream, Drama's Charity Cabaret, and more!. Arts, pages 6-7.

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Connecticut Politics Watch

What are Our Elected Officials Doing Now?

Hetal Mistry
Staff Writer

Even though midterm elections took place in November, the newly elected officials in Connecticut began their term only in January and have just started going over the various bill and laws that will be voted on this year. *The Hawk's Eye* investigates the issues of education these officials have discussed, among other issues related to our town, and how they plan to deal with them.

Thomas Kehoe (Democrat) edged past Susan Karp (Republican) in the November election, filling the seat vacated by Republican Sonya "Sonny" Googins. He was elected as a representative for the Connecticut General Assembly for the 31st District (Glastonbury). Kehoe would like to designate the 260 acres of town-owned property close to Smith Middle School as a preserve, rather than as a park, believing that the town should support a name that makes people think more about the wildlife in the

area. On education, Kehoe believes that the town is over-reliant on property taxes and that there is increasing pressure to develop open space to generate more money to fund schools. He believes this is "destroying the character of our towns" and that "there must be a bigger commitment from the state to finance public education."

Democrat Mary Ann Handley was re-elected as state senator for District 4, which is comprised of the towns of Glastonbury, Bolton, Manchester, and Marlborough, after defeating Republican challenger Stewart Beckett. She is now serving her fifth term. She has introduced various bills regarding topics such as grants for low-income students for education and, along with Kehoe, to provide towns with funding for bikeways.

Handley also co-sponsored a bill to require insurance to pay for initial bone marrow compatibility testing. Bone marrow transplants are a form of treatment for some cancers, but the first

round of testing to determine potential donors costs the donor around \$75. By making these tests free, potential donors can more easily register with bone marrow databases, allowing those needing bone marrow transplants a greater chance of finding a match.

Chris Stone was the Democrat re-elected to the State House for District 9 (Glastonbury, East Hartford, and Manchester) after running against Republican challenger Daniel Moura. He, along with Kehoe and Handley, have contributed to the new track field that is to be built. They introduced a bill that authorizes "the issuance of bonds of the state" which are to be no larger than \$750,000, "the proceeds of which shall be used by the Department of Education for improvements to the high school football and track field." This was referred to the Joint Committee on Education at the end of January this year.

see "Politics," page 10

TV Studio Being Constructed at GHS

Katelin Chow and
Rebecca DeCrescenzo
Staff Editors

The Glastonbury Education Foundation began raising funds in the fall of 2005 to build a state-of-the-art television studio in our high school. Richard Brown, the Chairman of the Board of Education, remarked that, "[the television studio would] allow communication between the school and the community." At the time, GHS was "one of the only schools of its size without a television studio". After about a year's worth of fundraising and over \$200,000 in funds, construction began on the television studio, which is hoped to be available to use in the fall of 2007.

Currently, the studio is almost complete. The walls are up, a carpet has been set down, and a modest amount of equipment has been purchased and partially set up. The studio

is actually composed of three basic rooms – a larger room where the filming takes place, a control room, and another room that has been set aside as a possible classroom. The larger room has an elevated ceiling to hang real stage-lights, along with

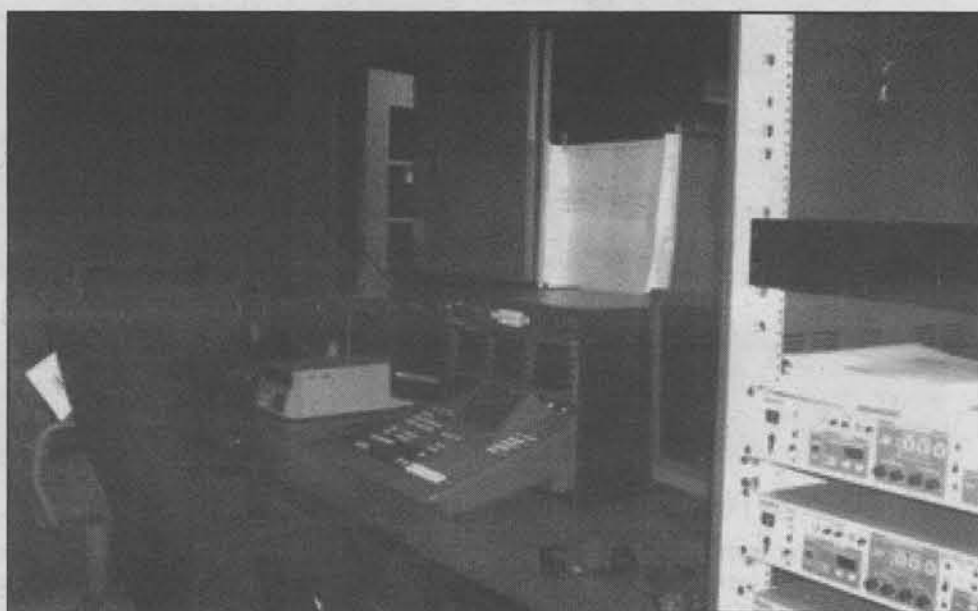
thick black-out curtains. It also has a green-screen and the equipment to make it work. There are three cameras on moving tripods with lights on top to alert the guests and hosts when they are being filmed.

The room adjacent to the

large room is the control room, where directors or producers can see into the studio through a window. Here they can control sounds, edit material, and quietly oversee the production of the show. As of now, the control room is already furnished with a few comfortable swivel chairs, a large control board, and a lot of other technical equipment.

The room next to the control room is a modest one, and has been designated as the place where a television-studio class will be taught next year by Mrs. Copley. It is hoped that the television class will some day broadcast the morning announcements to each of the school's homerooms via the LCD projectors.

In addition to classes, plans call for a television production club, where members will learn to use the equipment and produce a show. At left, a photo of the TV studio's control room, in room C202.



Welles-Turner Teen Film Festival A Huge Success

Jocie Kluger
Layout Editor

On Saturday, March 3, Welles-Turner Memorial Library hosted its third annual Teen Film Festival. High school and middle school students submitted a total of seven self-produced videos. The audience munched on cookies and popcorn, voted for their favorite films, and generally appreciated the Teen Advisory Board's hard work.

TAB meets once a month at Welles-Turner to discuss changes the library can make and activities it can hold to benefit Glastonbury's students. This year, TAB members Shruthi Subramanyam, Kerry Robinson, Rebecca DeCrescenzo, and Zack Hewitt chaired the film festival committee. They advertised for the event, collected donations from local businesses, and previewed the videos.

Entries for the seventh through ninth grade category included *Sockumentary 2*, *Stymied*, and *YouTube Killed the Teen Film Festival Star*.

The sequel to last year's *Sockumentary 1*, *Sockumentary 2*, (full title: "S to the Ock to the Umentry Two-Izzle") presented a lot of laughs in a technologically advanced production. Kyle Kulas and his friends created a parody starring the "sockodile" hunter. One scene translated a sockodile's shrieks into, "Hello. I am happy,"

and another showed two of the creatures fighting over their young, which the sockodile hunter hilariously compared to parental custody battles. Also highly amusing, a black sockodile of the genus "gothica" battled to the death with a gray "emo" sock. Taken lightly, it was a great video.

Then next film was *Stymied*, a production of Cara Dorris and Alana and Emily Gregonis, which mocked parents' fears over sending their children to college. When the daughter visited home after six months away, the parents were horrified that the college life had altered her into a completely unexpected creature. Amazing makeup transformed the actresses into elderly parents, including a bearded father, and well-selected music highly dramatized events. It is no wonder that *Stymied* won the grade seven-nine Judges' Choice Award.

The category concluded with *YouTube Killed the Teen Film Festival Star*, featuring Tomas Massari, Alex Cole, *Hawk's Eye's* very own Jesse Rifkin (who wrote and directed the movie) and Chris Snyder. Snyder's guest appearance embellished the movie by adding memorable lines such as, "I like cheese," and singing his own parody to The Buggles' hit song "Video Killed the Radio Star." Characters in the film clashed over whether their video would be best suited for the large, anonymous

see "Teen," page 3

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Who's Who: GHS Teacher Profiles

Hawk's Eye staff writer *Hetal Mistry* interviews several new teachers to show a different side to our school's staff members.

Ms. Meagan McCormick

Mathematics

The Hawk's Eye: Which classes do you teach?

Ms. McCormick: Geometry, Algebra 1, and Pre-Calculus.

What was your position before you became a teacher here?

I was a chemical engineer at United Technologies, and also taught at Manchester High School.

Why did you want to become a teacher?

Before, I wasn't really sure. At first I was into chemistry, but then decided to take another approach and became a teacher at Manchester.

How do you like to teach?

I'm still finding my own niche here. I like to do more hands-on things and get away from lectures, although sometimes they are necessary. I'm also learning Sketchpad.

What do you think of GHS?

I like the students here. They're [very] respectful and willing to try. The math department is fantastic too. GHS is fantastic.

Where did you grow up?

I grew up in Rocky Hill. I have a younger sister. When I was in high school I was in the Drama Club lighting crew and also on the math team.

What did you do this summer?

I was certified to be a teacher through the ARC (Alternate Route to Certification) program.

[Editor's note: The "Alternate Route to Certification" program is a program designed to "attract mid-career professionals into teaching," according to the CT Department of Higher Education website.]

What are your favorite pastimes?

I like to read books, especially mysteries and science fiction.

Could you tell us any interesting facts about yourself?

I studied abroad in Germany and went to college there. I spent six months in northern Germany and 6 months in the South. I've also been skydiving and white water rafting.

Do you have any pets?

I have a dog named Harley, who is a Shih-tzu.

What's your favorite food?

I don't like to cook. Cooking is like microwaving for me. I really don't know.

What place would you like to go visit?

I've always wanted to go to Australia. I'm also going to Las Vegas for my birthday.



Ms. Laura Reese

English



The Hawk's Eye: Which classes do you teach?

Ms. Reese: I teach English 9 and 10, level 2.

What are your favorite pastimes?

I love to travel and love to read. I like classics and mysteries. I also like to write poetry.

How do you like to

teach, and what kinds of activities do you like to do in your classes?

I do class discussions, and group activities, and getting up and moving around.

Why did you want to become a teacher?

I went to GHS, and one of my teachers inspired me.

What's your favorite food?

I like green apples and peanut butter.

Could you tell us any interesting facts about yourself?

I once hiked through the rainforest with the brown sandals I'm wearing.

What places would you like to go visit?

France and Italy. I took French for 6 years and wanted to go there, but I never really had the opportunity.

Can you tell us about your family?

I have a younger brother and sister who live in town. My dad lives in Maryland with my other two brothers and a sister.

Do you have any pets?

I have a big, fat Garfield-like cat, named L'Orange.

Ms. Marissa Picard

Health and P.E.

The Hawk's Eye: Which classes do you teach?

Ms. Picard: Teen Health, PE 10 for sophomores, Racquet Sports, and Personal Fitness

What was your position before you became a teacher here?

I was a graduate student getting my Masters degree in Springfield College. I taught a college class there for pre-service teachers on how to teach P.E. I was there for six years, four years as an undergrad with a bachelor of science, and spent two years getting my Masters in Health

Education.

Why did you want to become a teacher?

I'm very energetic and enthusiastic. I like to be active. I also get bored very easily. My job keeps me on my feet and lets me interact with many types of people.

How do you like to teach, and what kinds of activities do you like to do in your classes?

I like to teach lifetime activities that students can do even if they're not athletic. I also integrate learning in the classroom with physical activity and encourage sportsmanship. I don't like to lecture at all, but when there are rainy days I do things like cup stacking and show videos on things like the Special Olympics and Paralympics. I also do self-esteem activities in my health classes. In P.E. I do fitness activities like yoga, hip-hop, and weight training.

Where did you grow up?

Farmington, CT. I have two half-brothers, Kevin and Kris, and 2 step-sisters, Danielle and Kelly, both older. I also have a step-brother of the same age, Jason.

What are your favorite pastimes?

Skiing, hiking and shopping for clothes, kayaking, especially spending time with my family. I also water ski, and go camping. I like being outdoors. I also love horseback riding.

Do you have any pets?

I have a dog Ripley, who is a rat terrier, kind of like a Chihuahua.

What did you do this summer?

I slept a lot and relaxed all summer, since I worked so hard during my graduate years. When I'm on vacation, I completely relax. I could sit on the couch with my dog and never get up. I also spent a lot of time with my little brothers. Quality time with family is a top priority in my life.

What's your favorite food?

Chocolate. Especially chocolate-covered cherries. I also love Cannolis. (Cannolis are Italian fried pastry rolls with a sweet creamy filling.)

What places would you like to go visit?

I'd like to go on a safari in Africa, and on a trip to Italy, since I'm Italian. My next trip might be to Taiwan next summer, to visit a friend who is teaching English to youngsters.

Woods by Joe Foster won both the Viewers' Choice Award and Judges' Choice Award for grades ten through twelve. His creation featured mountain bikers enjoying the simple fun of riding trails in the woods. The teens performed stunning feats such as jumping twenty feet in the air and speeding down six-inch wide ramps. The film commented that "people take life too seriously," and inspirationally showed the joy in taking a break from everyday typical stress.

This year's judges were GHS junior Zack Hewitt; Renee Pease, the children's librarian; and Kit Webb, a member of the improvisational group Too Many Monkeys. The judges explained that they had each chosen a clear favorite, but could only present the two awards to *Stymied* and *Welcome to the Woods*.

Everyone who participated earned a certificate of appreciation, a box of microwave popcorn and a

chocolate bar. Award winners received prizes including \$10 to Daybreak, \$10 to Rob's Ice Cream, \$5 to Blockbuster, a free cake at Coldstone's, and four tickets to Showcase Cinemas.

Festival committee members were excited to see so many returning contestants, new participants, and a large audience.

Audience member Elizabeth Cyr said, "The film festival was a lot better than I expected. I'm really impressed."

The Teen Advisory Board, according to Rifkin, plans to release interviews and commentary in a podcast on the library's website.

Junior Kerry McCabe video-recorded the entire event and will compile the films into a DVD available for check out at Welles-Turner's Teen Room. This year's participants created some incredible pieces that this reporter encourages you to watch.

Teen Film Festival

continued from page 2

audience of YouTube or the small, personal gathering at the library's film festival. Despite lines declaring the film festival as "pointless and unnecessary," *YouTube Killed the Teen Film Festival* Star won the seventh-ninth grade Viewers' Choice Award.

Senior Sarah Schaffer kicked off the tenth through twelfth grade category with the highly polished, deeply expressive film *Finding the Words*. She based the video on her interpreted storyline to Jack Mannequin's song "Ready." The film starred Jake Larson, Mindy Brown, Sam Schaffer, and Joe Schaffer, who depicted a fight in a relationship and a struggle to express one's true feelings. The result was a professional, moving presentation.

Schaffer's equally superb second entry, *Undercurrents*, portrayed the tranquility of a forest interrupted by the awareness of tension. The background music of wind chimes in a breeze set the tone for pictures of snow-covered trees and kids jumping in leaf piles.

Sophomore Joanna Harris and senior Dani Rodino of Watkinson School entered *L'Alliance Mortelle*, or "The Deadly Alliance," based on the French Revolution. The film captured an eerie atmosphere via a black and white picture, subtitled French, and the frequent declaration, "It's the guillotine for you!" Rodino explained that she and her friends had just finished the video for their French class when they spotted a festival poster and decided to enter the competition.

The film *Welcome to the*

Opinions & Commentary

Taking Out The Trash

Lindsey Wright
Contributing Editor

Walking down the hallway, I saw a piece of trash lying in the corner, so I bent down and picked it up. A small act, but you would think it was a huge deal from the reaction it received. The hall monitor looked at me like I was a saint and graciously said, "I saw what you did," as if I had saved a life.

This is insane.

It is common courtesy to keep your school clean, and yet you can't walk two feet without seeing trash. It's nothing big like old tires, but small things that quickly add up. Old worksheets, bad test grades, the occasional note full of juicy gossip. Since when did it become acceptable to just drop things? People walk out of class, papers in hand, and just abandon them. There are trash cans in *every* room, but still people feel the need to clutter our halls.

Is it some sort of power struggle? Your way to "sticking it to the man"? A small rebellion? Well, news flash—your actions don't hurt the administration. Instead, they burden the hard-working custodians and make your school look worse to you.

When confronted, litterers actually scoff and say, "Well it is [the custodians'] job..." This is a load of crap and everyone knows it. Their job is to keep the school clean. Your job is to help them, not to make it worse. They have plenty of work to do, especially during the renovations, without your help.

Reading this now, you may

think I'm getting all worked up over something trivial. But think about this: the custodians come in day after day, working hard and ensuring our school is clean, *for us*. Then the next day, we thank them by dropping all sorts of junk all over the place. And after all this work does anyone even consider giving a well-deserved thank you?

Even if you don't care about the complete disrespect you give to the custodians, realize that you are just hurting yourself. Complaining about the status of our school doesn't mean a thing if you don't contribute to make a difference. There is an underground newspaper dedicated just to bashing our school, but I don't see their writers offering solutions. Talk is cheap.

So instead of waiting for someone to walk around behind you picking up your trash, just pick it up yourself. If you see some paper on the ground then throw it in the trash. Better yet, if you have trash in your hand, put it in the garbage where it belongs. To paraphrase one teacher, you may have a maid service at home but not at school.

Simply put, do your part. If you aren't part of the problem, be a part of the solution. Even if you don't see any trash to clean up in the halls, throw out your food in the cafeteria. Believe me, no one wants to touch your garbage there—especially your uneaten food. A small step like that can help in huge ways. And finally, every now and then, you can tell one of the many hard-working custodians in our school "thank you."

Our Inherent Reluctance in Discussing Death

Josh Zlatkus
Contributing Writer

While we humans pride ourselves on being very social beings in a world where taboos are constantly being overcome, a dispassionate observer or alien from another planet might notice that not every subject is an open book. Some truths are just too sharp, some words too biting, some realities just too real. Above all is death—and the fear carried with it.

The doctors gather around the X-ray. It is evident. He will die. Yet, none in the group utters the word. Not one points out the obvious tumor sprouting from his right lung. Eyes avert. They cough. They sneeze. They mumble.

It is not a fault that we do not understand death. Maybe it's better that way, for life to have some inexplicable occurrences. Still, death is such an elusive idea to us, for it presents one of the greatest mysteries to mankind. Our lack of understanding of death is, at its core, our inability to comprehend existence without life. Is there a heaven? A hell? Some sort of post-death state? Or do we just float out of being, passing into the night like a fleeting memory?

That we don't understand

death is understandable; that we try to explain it may be foolish.

When I was in fourth grade, my best friend let slip the fact that there was no Santa Claus (and never had been). When I confronted my parents with this accusation, and begged them to tell me I was misinformed, they sighed sadly and said my time had come to know the truth. My next question was, "So is God fake as well?"

The death will not be kind, no, they agree. First, the medication that will slow the process with hopes of a cure. Then the surgeries to see what may be done. Then the pain.

"May God help him," one ventured. "What God," retorted another, tearing the X-ray from the clip. "Let's go tell the God-damned family."

Certainly to an outsider, our adamant belief in such tales of heaven and hell, enlightenment, reincarnation, etc. would lend to the belief that they actually exist. But looking closer, one could propose that these are all flimsy suggestions made by those uncertain of what will really happen when we die.

We laugh at the Romans for believing in Hades, one of three brothers who drew the short straw and

The Editors' Desk

Censorship, and Freshman Perspectives

Welcome to Issue 4 of *The Hawk's Eye*, as we continue to improve to be the best paper ever! We'd like to take a moment and address two points which have come up frequently this year.

The first is censorship. Last issue, a few people who had seen the original draft of the Mission Statement article accused the paper of censorship because the final draft was different. This was simple editing by one of the student editors in consultation with the writer, and was in no way connected to the advisors or administration. Not every quote from the dissenting teacher was used in the final draft, and this made the story better, as the article balanced both sides of the debate over the Mission Statement, clearly expressing each side. In no way was the dissenting teacher's argument weakened.

Our article by staff writer Joe Fraska on *The Issue* touches on censorship, which is why we feel it's important to make sure everyone realizes that *The Hawk's Eye* is not an overly-censored paper. Some may think that we can't criticize the administration—this is untrue, as articles like the Mission Statement and this issue's Veterans' Day story show. The only real requirement is that the article be factual and reasonable. That leaves plenty of room for all sorts of writing, be they critiques or praises.

Second, the Freshman Perspectives. For many readers, it's the section that they love to hate, and it is the section we receive the most comments about. Some wonder why

we even run the column. That issue has been a topic of contention even in our newsroom, with editors on both sides of the debate.

In the end, our paper is committed to giving voice to student views and opinions, and part of that involves carrying articles and commentary that not everyone may think should be in the paper. Especially with a humor column, the appeal may be limited to a smaller audience. We have been able to suggest edits, and we relay specific comments and complaints to the columnist, and hope that the continued writing and exposure will allow him to improve and refine his writing. (This issue, for instance, contains a short news article which he wrote about foreign exchange students.) We will continue to carefully consider each column and reader feedback when deciding whether to run future columns.

And when we say we want to see student views and opinions, we mean it. This is where you come in! Our final issue of the year will be released in early June, and it's the perfect time to set down what you think about GHS, so that next year can start off on a new and better level. Write us a letter to the editor, or an opinion column, or ask advice from our new advice columnist. You can't complain about not having a voice in your GHS if you don't try to use it—and here in this paper, you can easily share your voice! Simply e-mail us at ghshawkseye@gmail.com. We look forward to hearing from you!

inherited the Underworld. Back then, people believed the dead traveled over the river Styx poled by the ancient ferryman Charon. And Hades's dog with three heads—ridiculous, right? What about the pagans, who often worshiped mere trees and grasses, claiming they had *spirits*? But we may be no different 2000 years later. Who's to say students in 4000 A.D. don't laugh at our burning witches or the belief that a "perfect" heaven exists? Who's to say they don't laugh at religion in general?

The family is restless. The air is tense. None of the doctors wants to break the silence. None of them knows what to say. And after all this time. After all the practice.

Not to say that I am knocking afterlife theories. To think that humans merely pass into non-existence is not only despairing but confusing. Can such life on Earth really lead to such a trivial death?

Regardless, we cannot truly believe that the afterlife is more than a theory. Maybe if people died and then came back to life we might be able to surmise a bit more. Seeing as this has not happened, however, we are left to guess somewhat blindly. Faith.

The eyes are always the key, thinks one doctor. If their eyes meet yours and signal despair, then they already know. Those are the easy ones. The others, the ones who look at you as a dog might plead for food, those are the tough ones. Those are the ones you never want to tell.

But if we are so uncertain about death then we must make up things to help soothe our fears, right? Yes and no. We certainly allay our fears by believing in higher powers that may or may not exist, further worlds that may or may not be made up. Still, fear will always grip us when the topic of death is presented because once we've settled the debate as to *why* we will die, we still must decide *how*. And when?

Think about it this way: you're giving a great oral presentation. Your speech is fluent and eloquent, your facts precise and relevant. As the presentation goes on, you build your confidence. Yet, when a student asks a good question for which you have no answer, your confidence fails, your speech falters like a wheezing engine, and fear grips your very movements. Such is life. As we grow older we gain confidence on the facts of life. Yet when death hits us with its inexplicable mystery, we are baffled and cannot respond. So even if you remain true to your convictions of the afterlife, the question of how and when you will die will still remain hidden.

In Victor Fankl's *Man's Search for Meaning*, the title character comes to understand that what is so terrifying, depressing, and at times unbearable in the concentration camps is simply the prisoner's inability to predict the end to his misfortunes. He argues that any man might endure any conditions if only he knows how

See "Reluctance," page 5

More Opinions

The iPod: At What Price?

Jocie Kluger
Layout Editor

Occasionally, a revolutionary change alters the world for the worst. Before modern innovations, people searched for a blank tape to record a TV show, they studied maps to travel somewhere new, and they pulled over for a payphone to make a call while in transit. Today, leaping technological strides such as TiVo, GPS, and miniscule cell phones have made life a bit easier. Unfortunately, some luxuries come at a cost. A few inventions have generated new problems, as the Apple Company's iPod has illustrated since it replaced portable CD players. Deficiencies abounded in its predecessor, the Sony Discman. To a new owner's dismay, the tracks skipped on bumpy car trips, covers snapped off after the first few days, and the apparatus needed new double A batteries every hour. The iPod solved all these sources of frustration, but it remains far from perfect. "Miraculous" features of this ever popular product have created new irritations that affect the general public as well as the music-listening crowd. Widespread use of the iPod inhibits society.

So many people buy iPods that probably every U.S. citizen knows somebody who owns one. Consumers worldwide purchased over forty-two million devices and downloaded 850 million songs from iTunes during the iPod's initial four years of production, according to *The Washington Post*. The devices attract so much attention that in 2005, consumers were willing to pay \$600 for the thirty-gigabyte photo iPod and, by 2006, the fifth year, sales topped \$37 million. What made this product ridiculously popular? First, it makes music-listening incredibly convenient. Weighing less than 5.5 ounces, iPods travel easily. Additionally, songs never skip because they do not play on a disk, and the space for storing them may hold more information than a computer. These features, complete with a full-day battery life, have allowed the iPod to become ubiquitous, penetrating all corners of the globe.

On average, these pervasive machines steal about ten percent of

their owners' lives. Since they function anywhere at any time, the electronics' victims must constantly fight the impulse to snap on the headphones, detaching themselves from reality. A forty-student survey showed that over half of all iPod owners plug in the device for up to one hour every day. Twenty percent of all teens listen for more than two hours, exceeding the time an average American watches TV. Unlike a television, Apple intentionally designed its distraction from actual experiences to extend beyond the living room. Rather than wasting a few hours at home in the evening, now users miss large chunks of time throughout their day. A person cannot hope to maximize life's opportunities when a machine impedes his or her attention.

iPod-use does not affect only the listener, but everyone with whom he or she comes in contact. Socially, it resembles abducting millions of people for several hours at a time. Media lecturer Dr. Michael Bull of the University of Sussex commented that "The earplugs...control interaction." They make it difficult for others to communicate with the listener, whose attention splits between the outside world and noise pulsing through his or her head. Consequently, the connection with reality deteriorates. In fact, listeners' distraction has caused the deaths of three New Yorkers, who did not notice oncoming traffic. Maintaining full awareness of one's surroundings and other people while listening to a personal music player proves nearly impossible. In the



The iPod, in its natural habitat.

student survey, one hundred percent of polled teens agreed that holding a conversation with an iPod-listener was like talking to a wall. Almost everyone shared a story expressing his or her disgust when an acquaintance remained oblivious. Their experiences included scenarios in the cafeteria, in study hall, in the classroom, and especially on the bus. Corresponding to this effect, some students admitted that they intentionally use iPods to

avoid these bothersome conversations on the bus and to drown out their families on long car trips. In spite of all this, humans require other peoples' interaction for a psychological well being. iPod consumers opt for an incomplete existence through their own free will. Consciously avoiding connections disregards the interdependence of the members of a community. iPods disrupt this chain of

See "iPod," page 12

E-Mail Us Your Opinions!

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Reluctance in Discussing Death

Continued from page 4

long it will last. Such is death. Like the main character in the movie "Big Fish," if we knew when and how we would die, then the rest of life would be a breeze. Because we walk along cognizant of our inevitable death but unaware as to when or how it might occur, we are inherently afraid of it.

It is human nature to stutter while delivering the news. The head doctor, the one who tore the X-ray and stormed out of the room, began. "Your father is...somewhat ill," he began haltingly, directing his unsteady gaze to the young woman in the room. "He won't be going home anytime soon."

Evidence of our fears of death is all around us. Most easy to spot are the many euphemisms we use for death. Reference.com has a whole bundle: "kick the bucket, pass on, bump off, buy it, cash in, chalk out, check out, conk, croak, dance, decease, demise, depart, drop, drop dead, drop off, drown, eat it, expire, finish, go west, hang, kick off, one-way ticket, perish, pop off, relinquish life, snuff, sprout wings, succumb, suffocate." The reality in so many roundabout terms is the underlying fact that humans, as we've said, fear death and try their best not to confront it. It seems as if society has put a quiet ban on it – it's not illegal, but it is one of those things you just don't talk about.

"You mean he's dying," replied the woman, the daughter of the soon to be deceased. "In a manner, yes," sighed the doctor. The woman suddenly smiled, stood up, and patted the doctor on the back. "I thought you had bad news, doctor. Bring me to

him."

So what? So what if we avoid death, fear death, invent ways around deadling with death? Why delve into the mysteries of death, morbid one?

Because nobody else will. That needs to change.

"Daddy," she whispered, a smile playing across her lips. "My baby girl," breathed the old man, waking slightly from his slumber. "What did the doctor say?" The daughter didn't hesitate. "It looks to be fatal."

Enough of this tip-toeing around the facts. If only we could confront death and accept it for what it is, then dying wouldn't be such a horrible thing in our society.

Death, like life, should be a journey which we look forward to. Whether we pass into oblivion or perch in heaven (or something in between), we should always be aware of the fact that death, like life, is an opportunity.

"Well, I'll miss you."

"Me too, Dad. It's going to be tough without you."

"You'll do just fine. Now, let's get to my will... Do you think I'll see Mom up there?"

I'm not saying that death is better than life. Life as we know it is a great journey—sometimes bad and sometimes good—which we all must struggle to complete. But next time, in or around death, we should try taking a different approach and realize that death, like life, is a necessary path, an adventure. Remember, the only reason death has such a dark shade is because of the shadow we cast on it.

As Gandalf notes, "Death is just another path... one we all must take."

Freshman Perspective 4

Jesse Rifkin
Staff Writer

Sometimes, you just have to wonder if construction meetings don't go something like this:

"Hey, you know what we should do? This January, we should rip out the perfectly good locker doors in the C wing for no reason."

"Great idea! All we're missing is to replace them with lockers that don't open."

I speak from personal experience about the C wing lockers, as my locker is C[removed by editors], with the combination [removed by editors]. My personal opinion on this matter is that [removed by editors.] (Well, that last one I put in myself, because I don't really have an opinion.)

But what really struck me as interesting was how many people the change didn't affect,

because many freshmen don't even know where their locker is. This is a drastic change from the middle school, where one would frequently be shut inside one's own locker for an hour before someone got him out. Or maybe that was just me. Yeah, that was probably just me.

In other news, as reported last issue, class rank might be abolished, in what the federal government might term "No GPA Left Behind." Personally, I think there's one reason for getting rid of class rank that the school administration hasn't admitted yet. It's got to be hard for Guidance to break the news to the runner-up for valedictorian, "Oh sorry, but you lost by one billionth of a point." Maybe if it was a millionth, but not a billionth.

Speaking of GPA, I will personally give a dollar to anybody whose third-quarter grade point average exactly equals Pi. Well, make that fifty

cents. This column doesn't pay well. [Editor's note: Paid? Now you want to get paid?]

In Drama Club news, they've just wrapped up their spring production of *A Midsummer Night's Dream*. The play was written by William Shakespeare, who Mr. Connelly informed me was the inventor of Shakespearean quotes. In the interest of accuracy, I figured the play should be called "A Late Winter Shortly After School's Reality." My suggestion was unfortunately ignored with a dismissive "You're not even in Drama Club." Though with the punk rock style infused in the production, I say, why not rename it "Thoroughly Modern Helena"?

Finally, as it seems not everybody has gotten used to the organization system of the school, I have created a definitive guide. Think of the high school as being shaped like a doughnut. A... square doughnut. Then there's the gym and health hallways, so it's a square doughnut on a stick. And the courtyard is the cream filling. Of the two-layered doughnut. The two-layered, cream-filled, square doughnut.

On a stick.

Arts & Entertainment

An Enchanting *Midsummer Night's Dream*

Christopher Snyder
Managing Editor

Spoiler note: Plot/ending details follow.

Puppets, living trees, and a comedy of errors highlighted the GHS Drama Club's performance of *A Midsummer Night's Dream* this past month. Shakespeare, by nature of the Elizabethan English, can be difficult to relay to modern audiences, yet the cast and crew truly made the play come alive on stage.

The story begins in Athens with a pending marriage of the Duke Theseus (Matt Brounley '09) and Hippolyta (Jasmine Williams '08), as well as a pending arrangement of marriage between Hermia (Danielle Fearon '07) and Demetrius (Max Parrot '07), set up by Hermia's father Egeus (Dan Utset '07, in a hilarious Godfather role). However, Hermia refuses to marry Demetrius, preferring Lysander (JJ Loiacono '07) instead. Egeus, disapproving of Lysander, says that Hermia's refusal will result in her exile to a nunnery or death. Meanwhile, Helena (Sydney Lemmon '08) loves Demetrius. Hermia and Lysander choose to run away to the forest, and after Helena learns of the plan from Hermia, she tells Demetrius. Demetrius runs after Hermia, and Helena runs after Demetrius, putting the four main characters into the thick of a forest where most of the play takes place.

The best part of the show visually is when the Athens set splits in the middle, slowly opening to reveal the most gorgeous forest

ever created on the GHS stage. Set designer Basia Kaczmarek '09 created a seamless virtual reality which puts the audiences' minds in the forest along with the characters.

In the forest, Oberon (voiced by Adam Tortorello '08) and Titania (voiced by Lindsay Pucino '07), King and Queen of Fairies, are locked in a dispute over a changeling (Ian Nicastro '21) whom Titania has adopted. Oberon instructs his servant Puck (Lindsey Rader '09) to sprinkle drops from the "love-in-idleness" flower into the Queen's eyes as she sleeps, which will cause her to fall in love with the first creature she sees upon waking.

By this point, the four lovers are also in the forest. Oberon hears Demetrius criticize Helena, and he takes pity on her; he tells Puck to sprinkle love potion into Demetrius's eyes as well, so that Demetrius may fall in love with Helena. Unfortunately, Puck puts the love potion into Lysander's eyes instead. Helena stumbles over Lysander in the forest, and upon his awakening, Lysander sees Helena and falls in love with her, much to the surprise of Hermia.

Naturally, there is a third plot to add to the chaos. A group of talent-challenged craftsmen led by Quince (Lisa Yee '07) are rehearsing *Pyramus and Thisbe* for the Duke's wedding. Puck impishly casts a spell on a craftsman named Bottom (Anthony Barone '09) to give him the head of a donkey. As luck would have it, Bottom is the first thing Titania sees when she awakens, and Bottom ends up being lavishly kept by the Queen

See "Midsummer," page 12



Above: Duke Theseus (Matt Brounley '09), Hermia (Danielle Fearon '07), Egeus (Dan Utset '07), and Lysander (JJ Loiacono '07). Inset: Two of the fairy puppets designed by Ms. Ann Cubberly.

Drama Clubs Link Up for Charity Cabaret

Lindsey Wright
Contributing Editor

Here I was, still at school on a Friday night, but for me and the others lucky enough to see the "If We Only Had Love" Charity Cabaret on February 9 or 10, it was worth it. The event, a fundraiser for AIDS prevention research, brought together kids from the drama clubs of Glastonbury, Wethersfield, Berlin, Newington, and Portland. It was the second year for the show, founded last year by Paul Bedard '06, and directed this year by Drama Club President and senior Danielle Fearon.

This show had something for everyone interested in the theater. Berlin did hilarious improvisation with three different games, pulling out all the stops to put the audience in raucous laughter. The hilarity didn't end with Berlin. In Wethersfield's presentation of "Wild Goose Chase" from the musical *Honk!*, a misfit troop of geese are responsible for helping an ugly duckling get home. As the performers themselves said, this was their "coming out party" as they had yet to perform the full musical, and a "cross-cultural experience."

John Wentworth played the ugly duckling in the three scenes presented. He performed in many numbers throughout the show, but truly shone in "Different" from *Honk!* and "Empty Chairs at Empty Tables" from *Les Misérables*. Both were sad songs that really touched a cord. Another stirring performance was Grace Goodrich's rendition of "Memory," followed by resounding applause from a moved audience. As senior Chris Snyder said, "Grace Goodrich is wicked amazing!"

Tyler Brewer, another Glastonbury star, was in several performances, including the song "Mister Cellophane," which was sad but included some pretty sweet dance moves.

The show also incorporated three scenes from *Angels in*

America about living with AIDS but still maintaining hope. A fourth scene maintaining the theme was "Take Me or Leave Me" from *Rent*, during which strong vocals battled in a powerful song that everyone could appreciate.

Other scenes represented even more Broadway hits. The "Leo's Blanket" and his "minor convulsion" scenes from *The Producers* left the audience roaring in laughter. "Someone like you" from *Jekyll and Hyde* was equally spectacular. Fearon expertly choreographed *Rent*'s "El Tango De Roxanne." The musical selections performed by Chris Snyder on his face-melting violin and Ben Winston on his guitar added more power to what was already an outstanding performance.

Following this act was the finale, which I had the privilege of seeing twice: once during Thursday night rehearsal, and once during the actual performance. The sheer power and passion these young performers displayed, whether singing to an empty auditorium or a large crowd, struck me with awe. As Drama Club advisor Mrs. Linda Napoletano, the "grandmother" of the show, observed, "these kids came together for others, not fundraising for a field trip, but fundraising for a worthy cause."

Yes, their cause was a worthy one: The Broadway Cares Equity Fights AIDS. As Kathy Campbell said, "If you didn't come, you missed a good show and a great opportunity [to help others]." Between ticket sales and the silent auction featuring various musical memorabilia, thousands of dollars were raised for the Broadway Cares foundation. Few other events are as notable as the Drama Club's Charity Cabaret.



The full cast from all five towns sing the finale in unison.

Hawk's Eye On The Movies

Libby Leyden
Staff Writer

Because I Said So

Do you wish you had a controlling, over-obsessed mother? Of course you don't. However, characters in the movie *Because I Said So* are forced to deal with their demanding mom. Diane Keaton stars as the mother from Hell. She desperately tries to set up her youngest daughter, Milly (Mandy Moore), with a candidate discovered on an online dating service. It turns out Milly was able to find her own match without "Mommy Dearest's" help. Diane Keaton is hilarious, and although Mandy Moore comes off a little too squeaky-clean, she does a good job.

I quite enjoyed *Because I Said So*. It was a cute movie that you will especially love if you enjoy the "chick-flick" genre. It is a great film to see with your mom. If you are looking for a good movie, check out this one. Why? Because I said so!



Music & Lyrics

This movie is about an 80's has-been singer, Alex Flecher (Hugh Grant), looking to make it big again, who gets the job to write a hit single for a new pop singer. He ends up partnering with the woman who tends to his plants, Sophie Fisher (Drew Barrymore). While she shows Alex what music and lyrics are really all about, the two fall for each other.

Though this movie can be very predictable, over all it is a good flick. Hugh Grant and Drew Barrymore have great chemistry together and make for some great laughs. This film will show you what the music industry is really like and how a hit song is actually written.



Hawk's Eye in the Books

The Tipping Point by Malcolm Gladwell

Mary Vallo
Staff Writer

"...Three characteristics – one, contagiousness; two, the fact that little causes can have big effects; and three, that change happens not gradually but at one dramatic moment – are the same three principles that define how measles moves through a grade-school classroom or the flu attacks every winter. Of the three, the third trait – the idea that epidemics can rise or fall in one dramatic moment – ...is the principle that...permits the greatest insight into why modern change happens the way it does. The name given to that one dramatic moment in an epidemic when everything can change all at once is the *Tipping Point*." - Malcolm Gladwell

What makes an obscure style turn into a national fad? Why do crime rates rise and fall? What is magical about the number 150? Could

watching Sesame Street in preschool actually help raise your grades later in life? The answers to these questions and many more can be found in the fascinating book *The Tipping Point* by Malcolm Gladwell.

When my dad first recommended this book to me, my first thought was, "No way are you going to make me read this." First of all, it's nonfiction. Second, it has to do with sociology, and the mention of any "-ology" makes me break out in a cold sweat. And third, I usually think that the books that my dad recommends are dreadfully boring. Even though I picked it up with a lot of reservation, I found the book surprisingly interesting.

It's hard to explain all about *The Tipping Point* in a brief book review. In a very small nutshell, Gladwell explores the science of epidemics. By examining quirks of human behavior and interaction via real-life examples and anecdotes, he

explains how isolated fads evolve into widespread epidemics. It's amazing how much readers are able to relate to Gladwell's points about people's tendencies to follow trends. For instance, strangers tend to walk and even breathe at the same rhythm if in close proximity to one another. We make these subtle, subconscious adjustments daily depending on who is around us. I never noticed this before reading the book, but now I regularly find myself walking to the same beat as the person in front of me in the hallways at school.

I would recommend *The*

Tipping Point to anyone interested in pursuing sociology, psychology, or related fields. Even if you're not planning to study those subjects, it is still a very interesting read for learning about human nature. Don't be discouraged by the fact that the book is nonfiction, or like I mentioned before, about an "-ology." Gladwell's writing is conversational and speaks to the average Joe: you don't need to be a scientist to understand or appreciate its intriguing facts. *The Tipping Point* will dramatically change how you view the world in which we live.

The Glastonbury Connections to Wethersfield's *Honk!*

Christopher Snyder
Managing Editor

What does Wethersfield High's production of *Honk!* have to do with GHS? Quite a lot, actually.

The Wethersfield Drama Club participated in the "If We Only Have Love" Charity Cabaret, the second year of the unique multi-town AIDS benefit started by Paul Bedard '06. John Wentworth, the star of *Honk!*, performed a breathtaking rendition of "Empty Chairs at Empty Tables" from *Les Misérables* in conjunction with Glastonbury actors, but Wethersfield's main contribution to the cabaret was their scenes from *Honk!*, including the plaintive "Different," the wisecracking "Wild Goose Chase," and the sultry "Together." Many Glastonbury students, especially in Drama Club, loved the selections and went to see the full production.

There is also a Glastonbury connection in the crew. *Honk!* was the sixth and final Wethersfield High play for choreographer Ms. Tina Grinold, a

first-year English teacher here at GHS. While Wethersfield will miss her, she has expressed interest in helping with Glastonbury theatrical productions, and speculation is that between her and the Charity Cabaret, closer ties may form between the Wethersfield and Glastonbury drama clubs, including a possible joint production.

Finally, a wise person once said that imitation is the sincerest form of flattery, and sources indicate that both Mrs. Linda Napoletano, lead advisor for Drama Club, and Ms. Chris Gullotta, program coordinator for Glastonbury Youth and Family Services' Creative Experiences, are interested in staging *Honk!* in their respective theatrical groups. "I'm surprised [Gullotta] hasn't done it yet," *Honk!* director Mr. Jeffrey Roets said. He noted that with the play, "it's hard to fight kids into it if they don't know it." Now that it is well-known and well-liked in Glastonbury, expect to see *Honk!* coming to a theatre near you.

YSAG to Present Charity Cabaret

Lindsey Wright
Staff Writer

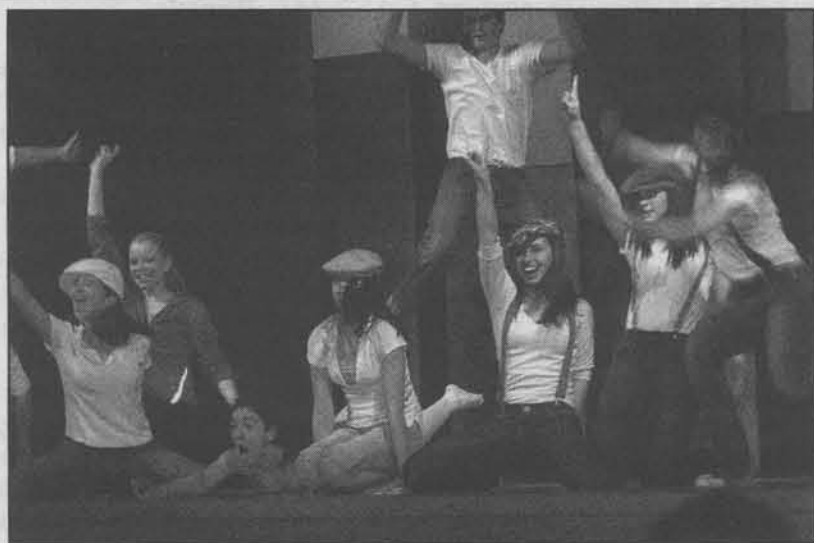
The sixth annual YSAG Charity Cabaret is fast approaching! This exciting event, filled with fabulous performances from Glastonbury High School students, will be held Saturday, April 28, at Smith Middle School.

Tickets are only \$5 and may be purchased from the Youth Services Building (YSB) across the street from GHS, or from members of YSAG (the Youth Services

Action Group) based at the YSB. A minimum of sixty tickets must be sold to hold the event, so purchase your ticket today!

For more details, contact YSB at 652-7661 or ticket coordinator Arya Jha at 918-3551.

YSAG, a group that volunteers in the community, meets Tuesdays at 2:30pm at the Youth Services Building. Anyone interested in participating in the group is welcome to attend meetings, and the group is open to grades six-twelve.



Above: Glastonbury Drama Club members perform "Seize The Day" from *Newsies* at the "If We Only Had Love" Charity Cabaret in early February.

Talent Show To Return to GHS Stage

The Talent Show is coming! On Tuesday, April 24, the end result of practice, auditions, and rehearsals will debut as the Senior Class of GHS hosts the Talent Show. This annual event, canceled in the late 1990s over safety concerns, was brought back by the Class of 2006 last year, and thrilled the audience. Now, it's time for another show, and the event, filled with performances from GHS students, including the MC's who thread the show together, is sure to impress!

Tickets may be purchased through the Foreign Language Workroom (see Ms. Zingle or Ms. Dougan) or the Main Office. Make sure to get your ticket as soon as they become available, because with such a popular event like this, tickets sell quickly!

GHS Valentine Cabaret

Katelin Chow
Arts Editor

On February 13, Glastonbury High School's Chamber String Orchestra and Madrigal-Chamber Choir, conducted by Mr. Steven Wood and Ms. Lisbeth Davis, respectively, presented their yearly Valentine's Day Cabaret. Both of the musical groups spent weeks preparing a collection of songs suitable for a Valentine's Day theme.

Not only did all of the musicians and performers do a wonderful job of playing and singing their pieces, but they were also successful in creating a laid back and calming atmosphere. Emceed by seniors Ryan Kelley and Grace Goodrich, the cabaret was a hit on many levels. The high school's very own cafeteria was transformed into a little couple's paradise with lovely decorations that actually elicited a Valentine's Day spirit. The lights were dimmed to create a cozy appeal, and a disco ball was used to tie the room's decorations together.

The audience, seated at a collection of tables that were adorned with hearts and other glitzy ornaments, was serenaded with songs like "Somewhere Out There" (sung

by seniors Grace Goodrich, Sara Ratajczak, Shreya Joseph and Candace Underhill), "L-O-V-E" (sung by senior Tyler Brewer with junior Sam Blatt on drums), and "When I Fall in Love" (sung by senior Matt Palazzo and junior Annie Megson). Some couples, and even people that simply wanted to "get their groove on," could be seen happily dancing to the slower songs, while the rest of the audience watched, amused.

"I think we played really well – and when we weren't playing, we had fun listening to the chorus sing," remarked junior violinist Katelyn Kwoka. "Overall, I think the cabaret was a success."

Between songs, the audience was entertained by the antics of the cabaret's two colorful emcees. Both Ryan Kelley and Grace Goodrich did a fantastic job of keeping the audience laughing and focused while the musicians were getting ready for their next song.

The last song of the night was "My Funny Valentine" from *Babes in Arms* (sung by Grace Goodrich), which concluded the cabaret and left audience members feeling cheery as they left the performance.

The Valentine's Day Cabaret was brilliant and did not disappoint.

Harris Beats Bolduc, Daniels in Badminton

Christopher Snyder
Managing Editor

Senior and co-editor-in-chief Walter Harris, known best for his omnipresent Frisbee, proved skills at a different sport – badminton – on March 9 during eighth period. Like many who have taken Racquet Sports or any gym class involving badminton, he dared to challenge two of the gym teachers. Unlike nearly every other challenger, he won. Three times.

Before March 9, Harris had won two singles games, one against Mr. Bolduc and one against Mr. Daniels. Having both victories under his belt, in itself a rare accomplishment, he dared to try what few would ever win – he would play both Bolduc and Daniels at the same time, in what is generally called a “one-on-two” matchup.

At first, things looked grim for Harris, who was losing 8-11 at one point. He didn’t give up, however, and came from behind to win the game 15-13, stunning both gym teachers and many who heard of the game.

When the *Hawk’s Eye* asked for comment, Bolduc said simply, “Walt is the best badminton player I’ve seen come through GHS in a long time.”

Harris is already awaiting future games to further prove his skills. But the gym teachers are already recovering. Four days later, in his first game since the defeat, Bolduc teamed with another student to defeat two students, including this reporter, in a 21-11 win.



The varsity hockey team bonds after an emotional game. Photo by Walter Harris.

Ski Team Wraps Up A Warm Season

Hannah Glass
Staff Writer

Due to the unusually warm weather earlier this winter, Glastonbury High School’s ski team started their season off later than in past years. However, once they made it to the slopes, the Ski Team made up for lost time. In a recent competition, Glastonbury High School placed fourth out of twenty two schools in the CISL

league. Lauren Barnhart, a freshman on the ski team, describes the team as “a really fun, talented group of [people].” When asked about his thoughts on this year’s team, Dan Willen replied, “Ski Team added a new spice to my Tuesdays and Thursdays.” It’s clear that everybody on the team agrees with Lauren and Dan about ski team being a blast, and that everybody is also looking forward to next year’s season!

This Season In Indoor Track...

New England Championships:
All-New England (Top 6 finisher)

Boys 2-mile: Donn Cabral, 1st, 9:15.38 (meet record)
Girls 1-mile: Jamie Olson, 1st, 5:04.33
Girls 4x800m: 1st (Mitchell, Lyons, Olson, Vogel), 9:17.04
Girls 1000m: Christine Vogel, 2nd, 2:58.99
Boys Shotput: Mike Goulet, 3rd, 16.58m
Girls 4x400m: 3rd (MacEwen, Olson, Vehlies,

Lyons), 4:03.07
Boys 4x800m: 5th (Rossitto, Llamas, Wilson, Klobedanz

CIAC Championships

Class LL Championships:
Glastonbury Girls 77 pts (1st)
Glastonbury Boys 76 pts (2nd, Danbury 1st)
State Open:
Glastonbury Girls 44 pts (2nd, Weaver 1st)
Glastonbury Boys 44 pts (2nd, Danbury 1st)

Final GHS Varsity Standings		
Team	Record	Playoffs
Boys’ Basketball	5-15	
Girls’ Basketball	10-10	23rd seed; lost in first round
Winter Cheerleading	n/a	13th in LL
Gymnastics	4th in Class L	Two athletes placed in State Open
Boys’ Indoor Track	n/a	See article, this page
Girls’ Indoor Track	n/a	See article, this page
Hockey	14-6	10th seed; lost in first round
Ski Racing	See article, this page	
Boys’ Swimming	12-2	CCC North champions, 3rd LL, 19th Open
Wrestling	20-4	11th in LL; 61st in State Open
Sources: GHS Athletics Department, CAS-CIAC Website Compiled by Christopher Snyder and Srini Thangadas		

Foreign Language Night

Waleed Qamar
Staff Writer

It seemed like just another day in the Foreign Language workroom, with teachers marking papers and carrying on light conversations. But behind the badinage, you could sense the excitement, as that day, February 15th, marked the 50th Anniversary of Glastonbury Public Schools Elementary Foreign Language Programs, and to celebrate, the department hosted a Foreign Language Night.

The Night is a unique event where teachers and students come together and showcase samples of work related to other languages. Teachers from GHS collaborate with their counterparts in Smith Middle School to make this project blossom.

The Elementary Foreign Language Program was introduced in Glastonbury in 1957, requiring all students to study at least one foreign language in elementary school. For the past five decades, this program has helped produce more and more astute foreign language students, and few other towns offer as comprehensive a foreign language education.

Foreign Language Night provided a fun and relaxed atmosphere for students and teachers alike. Students were able to stroll around and view work done by their peers.

Spanish, French, Latin, Ancient Greek, and Mandarin are all languages involved in this event. ESOL classes also played an important role in Foreign Language Night.

Students from grades one through twelve all contributed to this event, handing in their own literature pieces, from poems to props to poster boards. For example, in Mrs. Guedes’s Spanish 4 classes, students worked to create props and skits to reenact scenes from the novel *Don Quixote*. This not only enhanced their understanding of Spanish literature, but also gave them the ability to get creative.

Normally, the Foreign Language show is part of International Night which happens every other year. This is an off year for International

Night, but as this year is the fiftieth anniversary of the elementary programs, some sort of celebration was deemed necessary.

The event could not have happened without the joint effort of the foreign language teachers in the middle school and high school. The efforts of Director of Foreign Language and ESOL Ms. Rita A. Oleksak and UConn interns Brenda Guajrdo and Aleci Bohan were also notable.

Events such as these are sure to impress. The colorful display boards and visuals showcased students’ talents and abilities to understand and admire other cultures. This Foreign Language Night is a commendable effort by our teachers and students to cherish our unique foreign language programs. Mrs. Guedes contributed to this article.

CAPT Returns

continued from page 1

Another sophomore, Libby Leyden, at first thought the CAPT would be “long and tedious.” After testing was over, though, she described the whole ordeal as “it wasn’t hard, but time-consuming. And having classes after was tiring.”

Besides stressing out sophomores, CAPT testing also wreaked havoc on the schedules of some teachers. “It really messes up the art classes,” says Mrs. Bouchard, an art teacher who teaches a variety of art classes such as Ceramics and Drawing and Painting. “We don’t have any time to do anything, especially in the Studio Art class.”

In addition, Mrs. Bouchard expressed

her concern about Daylight Savings Time being two weeks earlier. “The time change made the sophomores have to take the test an hour earlier,” she said.

The shortened periods may also affect the many AP classes that are striving to get through all the material necessary before their own tests in May.

CAPT testing seems to be a time that always seems to mess around without the normally organized daily schedule at GHS. For some it’s a momentary reprieve from the constant coursework in school, while for many it’s a stressful time. Unfortunately, the CAPT is just one of those things that the whole school must go through before once again settling back into the normal everyday routine that defines the school day.

Features

What's Your Issue? *The Story of a Controversial Underground Newspaper*

Joe Fraska
Staff Writer

[Editor's Note: *The Issue* appears to have gone on a hiatus. Regardless, this article is presented as a comprehensive look at the student-run underground newspaper.]

A year ago, a group of students decided that GHS needed a weekly paper. So, with student donations and out-of-pocket money, a single-sheet, two-sided, all-opinion paper named *The Issue* was created. This year, *The Issue* is in the hands of the Class of 2007. Several students work on printing, editing and distributing *The Issue*, which is passed out before CI. Even though most of the Class of 2007 knows what *The Issue* is, many underclassmen have never even heard of it.

So what is *The Issue*? Basically it's a paper in which any student can submit a piece of writing of any kind. Students and the creators say that *The Issue* is what the student body really wants to hear. "It's funnier, less intelligent and has real kids' opinions," as one student puts it. *The Issue* clearly welcomes anyone who has an opinion about something and can write about it in a humorous way.

An interesting observation about *The Issue* is that the writers seem to be the same every week. Either no one else is writing anything, or people are writing but their articles are not up to *The Issue*'s criteria. It seems like, in order for your articles to get in, they have to be written in a raw and sarcastic way.

The criteria, taken directly from the website, notes that *The Issue* desires "diverse opinions," and that all topics are welcome - "your piece need not be relevant as long as it's funny." It warns that "mudslinging, personal slander, or the like," are not allowed. A reminder of criticism about spelling errors last year, this year's editors "reserve the right to edit your piece, because you probably can't spell." The editors invite "witty scathing, response[s]" to pieces with which readers disagree. And finally, they note, they "don't claim to be legitimate journalism, when we clearly aren't. Sorry, but you can't quote *The Issue* on your next CI test."

So now that you are informed on what *The Issue* is, where can you get it? Seniors can get it before CI, but what about the underclassmen? If underclassmen have senior friends; then they can get *The Issue* easily, and some are aware of the paper's website,



"The revolution will not be televised, it will be in this newspaper," says the slogan of underground newspaper *The Issue*.

but other than that there really is no other way to get it. After all it is an "underground newspaper."

Why *The Issue*? How can one piece of paper, with pictures that are too edgy to put in the regular school newspaper, make such a big commotion? One word: censorship. *The Hawk's Eye*, as a school publication, must abide by certain guidelines in terms of language and, to a degree, subject matter. [Editor's Note: *The Hawk's Eye* may publish articles critical of the administration, as long as they're factual and make sense. Trust us, "guidelines" do not mean the same as censorship.] *The Issue*, however, undergoes just small grammatical and spelling editing, and no content editing at all. *The Hawk's Eye* must be reviewed by the administration before it can be "put on the newsstands." Since *The Issue* is completely student run, there is no reviewing by a higher authority. This complete lack of censorship attracts students for various reasons. For example, the creators and affiliates of

The Issue claim that students want to hear the things that are in *The Issue*. Students' opinions are shown with no limit to what they say. Because *The Issue* does not have to be "legitimate journalism," content may vary from random quotes to jokes on popular culture to teacher and student name drops, whereas *The Hawk's Eye*'s articles focus mainly on sports, academics and events.

The Issue and *The Hawk's Eye* are no doubt completely different newspapers, and they both attract a different audience. However, people like and dislike *The Hawk's Eye* and people like and dislike *The Issue* as well. This "blasphemous, heretic, and to say the least, slanderous piece of filth," as one of the creators of *The Issue* described their paper in the first publication of the paper, may have a lot of followers and supporters, but there are still people who dislike *The Issue*. One student said that he feels *The Issue* fails to provide the convenience of reading, which *The Hawk's Eye* does. *The Hawk's Eye* is literally everywhere and is in almost every room. Another student simply liked the fact that *The Hawk's Eye* is a newspaper with pictures, puzzles and games. A sophomore said that

The Issue seems to be focused on the senior class, instead of the school as a whole. This may be true, since many names of seniors and CI events are mentioned in numerous articles. Another point brought up is that *The Hawk's Eye* can be distributed easily, whereas *The Issue* tends to be behind the scenes. Therefore, an underclassman trying to obtain *The Issue* will have a difficult time, unless he/she knows the creators.

Overall, *The Issue* seems to be GHS's guilty pleasure. Even some teachers have read some of the articles and found them funny. If you have read it and thought it was funny, then that's your preference. If you have read it and thought it was horrible, then that's also your preference.

For those who haven't read it, or who are planning to read it, remember these questions. Is this the way in which we, the student body, need to speak out? Or is this a good way of expressing our feelings in a school where things have a sort of coating on them? Lastly, remember, as our society is changing, and our generation is stepping up to the plate, is this the way we want to present ourselves?

**So
What's
Your
Issue?**

Like it or hate it, *The Issue* has been a noted part of the senior class for the past two years. So what do you think about it? Whether your opinion is about content, style, comparisons between this year and last year - let us know what you think about *The Issue*.

ghshawkseye@gmail.com

Make your opinion matter - share it!

Emma Faust Tillman *GHS Graduate; Oldest Person in the World*

Rahul Darwar
Staff Writer

For four days, Emma Faust Tillman, the first African-American graduate of Glastonbury High School (Class of 1909), was the oldest person in the world.

Tillman was born on November 22, 1892, near Gibsonville, North Carolina to former slaves Alphonso Faust and Martha Gibson. The two had twenty-three children; of whom five lived to be centenarians (100 years or older).

After moving to Connecticut, Tillman enrolled in GHS, attending business and bookkeeping classes. After graduating, she started a catering service whose clients included Katherine Hepburn and other local personalities.

In 1994, she remarked, "In Glastonbury, I didn't know if I was white or black. People were just fine, even way back then; they treated me like everybody else." Her great-nephew, former Hartford Fire Department Chief John B. Stewart Jr. said, "She never experienced discrimination [in Glastonbury],

whether she was in class, churning butter for a local family, or playing shortstop on a town baseball team."

Tillman lived independently in a Hartford apartment until she was 110. Even after she moved into the Riverside Health Care Center in East Hartford, she took care of other residents who were sometimes twenty years her junior.

Tillman never smoked or drank, and she attributed her long life to "God's will." A devout Christian, she attended A. M. E. Zion Church in Hartford for more than 80 years, where members often called her the "mother of the church" because of all that she did. Tillman sang in the choir for more than 70 years and also helped out with the church's accounting.

She died just after 10 p.m. on January 28, 2007, at the age of 114. Her four-day-reign as the world's oldest person was the shortest on record.

Referring to the funeral, Stewart described his great-aunt as "looking relaxed." He further elaborated, "Her work on Earth has been done, and now we're going to celebrate a great life."

Advice Column To Debut Next Issue!

And we're looking for your questions!

Attention GHS Students: For our next issue, we will debut an advice column! But we can't do it without your help - for what's an advice column if nobody asks for advice? We invite students to e-mail their questions to ghshawkseye@gmail.com or submit them to the "Hawk's Eye Advice Column" box in the main office. All questions will remain confidential, and our advice columnist will answer as many as possible in the next issue.

The Roving Reporters

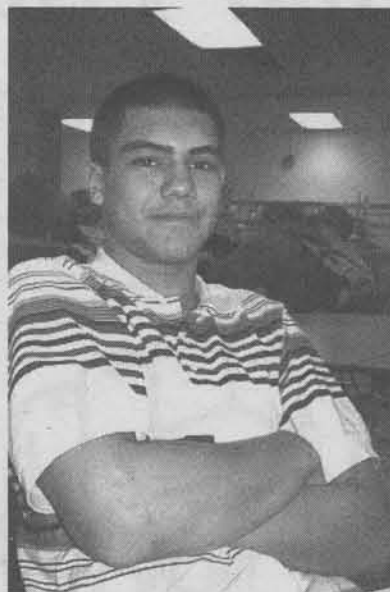
What say ye? Each issue, staff writers Amanda Carey and Leah Boccaccio ask a question and see what students think.



"I think it's better to come early than to come in late."
- Brian Allred '08



"I don't like it because I would rather go home early and do stuff than come in late and learn."
- Kristin Lowry '08



"I don't like the new CAPT schedule because I would rather leave school early than come to school later, so that I could have time to do stuff. If you catch my drift."
- Dan Rodriguez '08



"I think it's stupid because the upperclassmen can't hang out after school, and some kids will have trouble getting rides in the morning."
- Michael Convicer '08



"I don't like to complain-I'm happy we get to sleep! =]"
- Kate Antonio '08

Question: *What are your thoughts on the new CAPT schedule?*



"It makes us want to bust a CAPT!"
- Kailie Ho and Carrie Brown '08



"It's a bummer."
- Sammie de la Noval '08



"I think we should've stuck to the original schedule."
- Tracy Anderson '08

Veterans' Day

continued from page 1

in February by a 6-3 vote, with Board member Ms. Elizabeth Rogan dissenting saying "all business should stop" on Veterans' Day. Chairman Mr. Richard Brown, who voted to approve the resolve, noted that if the Board believed Veterans' Day was being improperly honored, any calendar, even ones previously approved, could be revisited.

The debate has intensified at GHS, where unlike Glastonbury's elementary and middle schools, the level of recognition is dramatically less.

Generally, seniors have some sort of presentation during their Current Issues class. This school year on November 10 (Veterans' Day

observed, as Veterans' Day fell on a Saturday), CI teacher and Vietnam veteran Mr. John Cooper gave a half-period presentation, and the previous year on November 11, there was a full-period presentation with some veterans.

For the rest of the school, a couple of announcements on the PA system were the extent of the recognition, though some teachers mentioned Veterans' Day in their classes. This year included an excellent announcement including the names of all faculty members and immediate family who had served or were serving in the military.

During Student Council's debate on the recognition resolution, the faculty advisors were asked whether the administration gave teachers any help on incorporating Veterans' Day into their lectures, and they responded

that there was no formal guidance.

The Council discussed various ways to improve recognition, including ceremonies and other activities that, while potentially disruptive to the school day, would properly recognize Veterans' Day. Members seemed willing to oversee and participate in activities.

The Council also discussed whether school should even remain in session on Veterans' Day. One member opposed the idea, noting that several of his family are or were in the military, and he "could learn more spending five minutes with them than a whole day in school." Others noted that many may take the day as an opportunity to sleep in rather than honor veterans. As noted above, the resolution affirming having school on Veterans' Day passed by a 20-6 vote with two abstentions.

Politics

continued from page 2

On a more national scale, Democrat and U.S. Congressman John Larson was re-elected to be a part of the House of Representatives and represent the 1st District (comprised of several towns in Hartford County, including Glastonbury). He is an original cosponsor of the College Student Relief Act, which would make college more affordable by cutting the interest rate on undergraduate student loans. This bill passed the House with a bipartisan vote of 356 to 71. Larson stated, "The savings for four-year students starting college in 2007 with subsidized student loans would average \$2,350 over the life of the loan. The average savings would increase to \$4,560 over the life of the loan for students starting college in 2011."

Most information courtesy of elected officials' websites. Christopher Snyder contributed to this article.

The Council hopes that this upcoming November 2007 will bring a vast improvement in how GHS honors the heroic veterans of Veterans' Day.

Crossword & Sudokus

	8					6	
			8		3		
6	4					3	9
		6	3	1	8	2	
			7		6		
		2	9	4	5	6	
8	6					5	2
			5		1		
	5					7	

Difficulty level: hard

Compiled by
Parag Bhuva
Staff Editor

See Page 12
For Solutions

7	6					5	8
			7		8		
		3		6		2	
6			3		1		9
		9				3	
8			4		5		6
		5		1		8	
			8		7		
4	1					7	3

Difficulty level: really hard

Across

- Princess Diana's friend, Fayed
- Type of game a pitcher dreams of
- Cuts wood
- They go bananas for bananas
- Slip away, as support
- Lamb's "Essays of _____"
- Michael Landon role
- It comes before intermission
- Tongue-tie
- "Blue Tail Fly" singer Burl
- Peloponnesian city
- Sacred Song of David
- Feelings of uneasiness
- Upstate New York city
- Golden rule preposition
- Buddy, in the '60s
- Reason to diet and exercise
- "What _____ you saying?"
- Spicy Spanish stew
- Steve's singing partner
- Rodeo equipment
- Calls for
- Photographer Adams
- Blubber
- Mechanic's list on a bill of frights?
- Hollywood collie
- They have turf at the senior citizen complex?
- And I _____ business!
- Short composition for a solo instrument
- Math with triangles, briefly

1	2	3	4		5	6	7	8	9		10	11	12	13
14					15						16			
17					18						19			
20								21						
				22		23	24			25				
26	27	28	29			30		31	32					
33						34					35	36	37	
38					39					40	41			
42					43					44				
			45	46						47				
48	49	50				51		52						
53					54	55		56		57	58	59	60	
61							62	63						
64					65					66				
67					68					69				

- Slow-moving, commodious crafts
- Slugger with 755 home runs
- Parks it

Down

- Facts and figures, e.g.
- Oil cartel letters
- Insect-repelling chemical
- "Money _____ object!"

- Desert near Sinai
- Rich rock
- In what manner?
- "Beware the _____ of March!"
- Hatcher of "Tomorrow Never Dies"
- Underground conduits for water
- "Merrily We Roll _____"

- Word after "roger" in ham lingo
- What some crooks crack
- Twenty questions category
- Jack of old Westerns
- Peers
- Sight caused by atmospheric dust
- Mountain predator
- Move a muscle
- Hospital staffer
- Type of PC monitor
- Order to relax
- Altos starter
- "Adam _____" (Eliot novel)
- Commando attack
- Praiseful poems
- Goddess of the dawn
- friendly correspondent
- Ingredient in an old fashioned
- Gets wind of
- Landed
- It hangs around bakeries
- Not even once
- "Talk to me, dog!"
- Show host who likes to dance
- Big Bird
- Words before "precedent" or "good example"
- Friday and York, briefly
- Rani's wear
- "What's _____ for me?"
- You don't put them all in one basket
- "Ben- _____"
- Phrase heard in court or church

Bob Barker To Retire

Calls It Quits After Fifty Years On The Air; 35 with The Price is Right

Legendary game show host Bob Barker announced that he will retire in June 2007 after 35 years of hosting *The Price is Right*, USA Today reports. The show premiered on September 4, 1972, and it is the longest-running game show on television with well over 6,000 episodes taped. Barker has been on television for 50 years, starting with the show *Truth or Consequences*. He has appeared in movies as well, most notably with a cameo role as himself in 1996's *Happy Gilmore*. He said that after he leaves in June, he will become even more involved in animal advocacy, which has been important to him for many years.

Visiting Foreign Exchange Students Adjust to a New Country

Jesse Rifkin
Staff Writer

You might have been to a foreign country before, staying for a few days, probably no more than a week. Now imagine you were there for a year. This is life for a few GHS students who are guests of Glastonbury's Foreign Exchange Club.

For about nine months, three high school students from all across the world are living here in Glastonbury. Among them are Philip Koenke and Phuong Le, both juniors.

Koenke is a resident of Germany. "I learn a lot about the language here. It's awesome." Phuong, from Vietnam, agrees. "It's cool. Everybody's nice."

They both say they have made lots of friends. But do they keep up with their friends and family at home? "I call home every weekend," says Phuong. Koenke says he does the same.

So what's the biggest difference between this country and home? "In Germany, we only have one teacher, not many," says Koenke, adding they have no homeroom there. Phuong says, "People move around more here," saying that people don't travel as frequently or as far in Vietnam.

Koenke has been here since August, and is staying until June. Phuong will also leave in June, having been here since September.

The Foreign Exchange Club meets about once every month.

Send us your... Letters, Announcements, Story Ideas, Questions about the school... whatever you're thinking about! Time required: No more than it takes to fire off a quick e-mail.
ghshawkseye@gmail.com

iPods

continued from page 5
reliance.

The Apple Company falsely suggests that accumulating more features, more memory, and more songs will make a person happier. With a \$287 million advertising budget per year, Apple has convinced a large number of kids to buy into its philosophy. Supporting this theory, the average respondent to a MacInTouch Magazine survey owned 1.7 iPods. Additionally, in orchestra class last week, one sixteen-year-old Glastonbury junior excitedly announced, "Soon I'm going to get the new eighty-gigabyte video iPod!" Although she already owned the sixty-gigabyte iPod, the girl eagerly sought the twenty billion extra bytes of memory. The eighty gigabytes of this newest iPod-family addition translates to 20,000 songs or 200 hours of movies. An insomniac would require at least forty days to listen to this much music. Accumulating large amounts of an ordinary possession does not transform an object's ability to generate happiness. Contentment derives from the quality, not the quantity, of an object, if it may derive from an inanimate entity at all. The quality of an iPod's games, pictures,

videos, and songs do not significantly improve with newer versions. Consumers waste their money when they buy upgrades simply to store 20,000 rather than 10,000 songs. Furthermore, additional space benefits the buyer only by reducing the time spent shuffling downloaded songs between a computer and iPod. The apparent advantages of iPods trick consumers into throwing away their money.

The modern "iPod culture" suggests an unsettling notion. The device's absurd popularity no longer arises solely from a love for music-listening, but largely from its image. Bright commercials reinforce the iPod's "coolness" with ecstatic silhouettes dancing in the trademark white headphones, and the white wires drape around teens' necks or hang out of their pockets even when they are not playing an iPod. Carrying one increases a person's status because not only does he flaunt a trendy gadget, but he participates in a fashion with millions of other people. Owners prevail in the group while

everyone else remains an outsider. Superficially defining self-image, the iPod fuses itself into a person's identity. To stay hip, these vulnerable consumers will always require the latest upgrade. Carrying the object becomes tantamount to exhibiting a good character trait. Essentially, a machine replaces a person's virtues. iPods dehumanize their purchasers.

Like a drug, the negative effects of Apple's product eventually engulf any of its appeal. Both the iPod and addictive substances begin their infusion into one's life blissfully, but problems escalate over time. Initially, this seems to be an ingenious product that will improve monotonous events

throughout the day. All too often, it contributes to missed opportunities such as discussions with others. Listening to iPods lessens the connection with reality, despite claims that they bind peers together. Isolation causes many negative effects. Reacting to the problem, iPod users have two options. The first choice consists of taking off the headphones when with a group of people to halt the iPod's onslaught. The alternative, ignoring the intensifying situation, will likely instigate deeper isolating dependence on the machines. Once again, the temptation of an Apple may cause self-imposed banishment from the paradise of companionship.

A Midsummer Night's Dream

continued from page 6

of Fairies. Oberon enjoys this bit of sport but is less amused when he sees that Puck has botched the plan to unite Demetrius and Helena. Oberon sprinkles love potion on Demetrius and ensures that Helena is the first person he sees; however, Helena now feels as though she is being mocked by both Demetrius and Lysander.

Finally, Oberon decides to put the madness to an end. He puts the four lovers to sleep and gives Lysander the antidote for the love potion so that he will love Hermia again. Titania also receives the antidote, and the King and Queen reconcile. Demetrius still is under the influence of the love spell, so he remains in love with Helena.

Eventually, these lovers return to Athens, believing that they had merely dreamt what had happened in the past couple of days, hence the play's title.

Bottom, no longer a love captive of the Queen, returns to *Pyramus and Thisbe*. The play is performed at the wedding feast for the Duke and Hippolyta, Demetrius and Helena, and Hermia and Lysander. It is here where the play begins to drag, and while there may be some metaphorical significance to this mini-play and the short period of dancing that follows, the two events seem like non sequiturs, considering that the main play involving the four lovers is essentially complete. While it is fun to watch the mini-play, and the comic craftsmen thoroughly entertained, it is considerably less fun to watch the primary characters watching a play.

The main portion of the play is superb. The Japanese bunraku puppet theatre technique is used, and while it took a few seconds to focus

on the puppets and not the black-clad puppeteers, the result was impressive, as the fairy puppets zoomed up and down platforms and throughout the forest, even remembering to flap their wings. Each puppet's choreography was realistic and coordinated, so the actions, such as hand motions, felt very natural and planned.

The four voices of the puppets matched the context of each scene very well, especially Rader's Puck, with the perfect blend of happy-go-lucky and mischievous to make her dialogue very realistic. Her giggling laugh trailing off was also genuinely Puck.

The human actors do a terrific job in their roles as well. All four main characters have terrific stage presence, especially Lemmon, whose Helena is dramatic and yet not overdone. Utset's remake of Egeus as a Godfather-type mob boss, sprinkling in lines like "Demetrius, my little tortellini," is brilliantly played without disrupting the ancient Greece motif. There are other modern touches, such as an excellent punk rock score by Tea Blow which complements the scene changes. Mike Levine '07 turns Philostrate into a modern rapper, a potentially humorous idea which is underutilized.

Striving for excellence seems to



Max Parrott '07 (Demetrius), Sydney Lemmon '08 (Helena),
Danielle Fearon '07 (Hermia), JJ Loiocano '07 (Lysander).

be a Drama Club tradition, and success is evident again as they took audiences on an enchanting *Midsummer Night's Dream*.

Synopsis adapted courtesy Diana Wohler.

Crossword & Sudoku Solutions

2	8	3	1	9	4	7	6	5
9	7	5	8	6	3	4	2	1
6	4	1	2	5	7	8	3	9
5	9	6	3	1	8	2	4	7
4	1	8	7	2	6	5	9	3
7	3	2	9	4	5	6	1	8
8	6	7	4	3	9	1	5	2
3	2	4	5	7	1	9	8	6
1	5	9	6	8	2	3	7	4

Above: solution to Hard puzzle
Below: solution to Really Hard puzzle

7	8	1	2	3	9	4	5	6
9	2	4	7	5	8	6	3	1
5	8	3	1	6	4	2	9	7
6	5	2	3	8	1	7	4	9
1	4	9	6	7	2	3	8	5
8	3	7	4	9	5	1	2	6
2	7	5	9	1	3	8	6	4
3	9	6	8	4	7	5	1	2
4	1	8	5	2	6	9	7	3

D	O	D	I		N	O	H	I	T		S	A	W	S
A	P	E	S		E	R	O	D	E		E	L	I	A
T	E	E	N	A	G	E	W	E	R	E	W	O	L	F
A	C	T	O	N	E		S	I	L	E	N	C	E	
					I	V	E	S			A	R	G	O
P	S	A	L	M		Q	U	A	L	M	S			
U	T	I	C	A		U	N	T	O		B	R	O	
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A	R	E			O	L	L	A		E	Y	D	I	E
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M	E	A	N		E	T	U	D	E		T	R	I	G
A	R	K	S		A	A	R	O	N		S	I	T	S

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